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ABSTRACT

This publication is one of a series designed to inform and assist those responsible for foreign language instruction, including teachers, administrators, supervisors, and those engaged in teacher education. The complete series serves as a curriculum guide. The format of the series is such that it can be revised so as to keep materials current. Each publication is punched so that it may be placed in a binder. Part one of this volume deals with the components of the foreign language curriculum. A schematic is provided that summarizes the types of sequential and non-sequential foreign language offerings available at the secondary level in Virginia. Sequential programs are then discussed, followed by descriptions of development courses, combined-level classes, mini-courses, and interdisciplinary development courses, combined-level classes, mini-courses, and interdisciplinary courses. In part two of the volume, the following are briefly discussed: secondary school enrollment trends; reasons for studying foreign languages; accreditation; college foreign language requirements; guidelines for elementary and secondary foreign language programs; curriculum, including FLES, English as a second language, and bilingual education; course credits; teachers, department chairpersons and supervisors; the use of community resources; travel or study abroad (including "Guidelines for the Evaluation of Foreign Study Programs for Secondary School Students"); program evaluation; materials and equipment; and budget preparation. (KM)

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Foreign Languages in Virginia Schools

CURRICULAR COMPONENTS
NOTES TO THE ADMINISTRATOR AND COUNSELOR

FL009184

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Preface

This publication is one of a series designed to provide information and assistance to those responsible for foreign language instruction, including teachers, administrators, supervisors, and those engaged in the preparation of teachers. The complete series serves as a curriculum guide. A list of the titles follows.

The series format offers a number of advantages. It can be used easily and revised as needed to keep the material current. Each publication is punched so that it can be placed in a ring binder. In the future titles may be added, changed, or deleted as needs suggest.

All the publications are of interest to teachers. Number 6, *Notes to the Administrator and Counselor,* is directed specifically to superintendents, supervisors, principals, and guidance counselors.

A few introductory remarks concerning the study of language are in order. A language is a skill, a tool, a humanistic discipline, an art, and a social science. It is the outstanding distinguishing factor between man and animal. People use it to communicate basic human needs and thoughts, to make money, to entertain, and to express emotions.

The rationale for language study has become more comprehensive in recent years. At the core of the rationale is the fact that knowledge of another language permits a person to live in an expanded environment. Today, more than ever before, it increases the flexibility of job seekers, especially when combined with a vocation or profession. And finally, the knowledge of another language leads to a better understanding of self and of one's own culture.

I commend this series of publications to all of those concerned with teaching and learning foreign languages with the hope that their task will be made easier and more successful.

Helen P. Warriner
Supervisor of Foreign Languages

Foreign Languages in Virginia Schools

Publications in the Series

1. Philosophy and Objectives/What is Language/ The Language Learner
2. Teaching a Language
3. Testing and Evaluation
4. Individualizing Instruction
5. Learning Aids/Instructional Personnel
6. Curricular Components/Notes to the Administrator and Counselor
7. Career Education and Foreign Languages/Enriching and Explaining the Foreign Language Program

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Curricular Components

INTRODUCTION

There are basically two approaches to be considered in developing a foreign language program: (1) the conventional multi-level sequential programs in which all four basic skills—listening, speaking, reading, and writing—are stressed and (2) specialized programs in which limited but specific skill development is desired. It is not intended that the second approach exist in place of or independently of the first; in most instances, the second is added to complement the first.

FOREIGN LANGUAGE OFFERINGS: A CURRICULAR SCHEMATIC

The following chart is a graphic representation summarizing the types of sequential and non-sequential foreign language offerings available in middle and junior and senior high schools in Virginia.

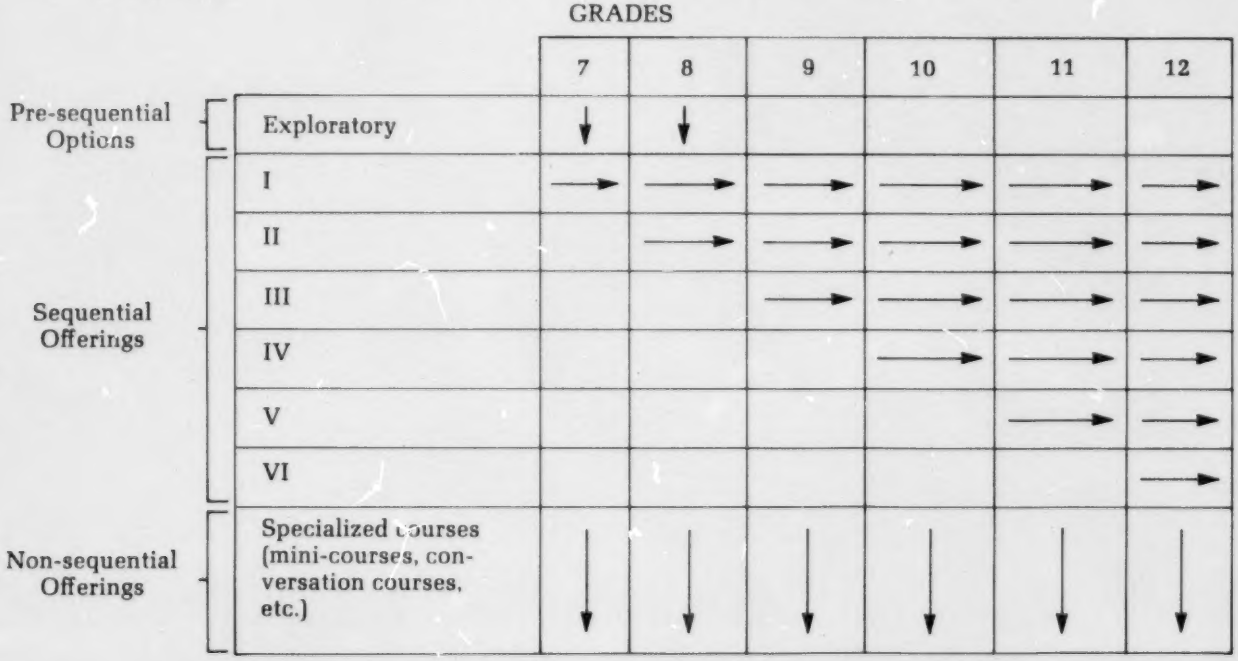
Note: Horizontal arrows represent sequential courses. Vertical arrows represent non-sequential offerings of varying credit and time values.

SEQUENTIAL PROGRAMS

According to the *Standards for Accrediting Secondary Schools in Virginia*, three units of a foreign language must be offered.[1] The intent is that a three-year program in at least one language be available to students for the school to be accredited by the state. This is a minimum requirement and expansion beyond the minimum is encouraged. Today, two-year programs are considered anachronistic in that they are hold-overs from an era when only the reading and writing skills were emphasized. The acquisition of a minimum degree of proficiency in listening comprehension and speaking are of equal importance. To obtain a minimum degree of proficiency in each of the four basic skills is almost impossible in less than a three-year sequence.

The degree of emphasis on a specific skill will differ between modern and classical languages. In

[1] Commonwealth of Virginia, *Standards for Accrediting Secondary Schools in Virginia* (Richmond, Virginia: Department of Education, 1976), p. 4.



modern languages priority must be given to developing listening and speaking skills, particularly at the beginning levels, to provide the student with a means of communicating in the second language and to facilitate the transition to the reading and writing stages of learning.

In the study of Latin, the acquisition of listening and speaking skills is not the primary objective; however, audio-lingual development should not be ignored because it leads to more effective mastery of structural elements which, in turn, assists students in achieving the main objective of reading Latin with understanding and pleasure.

The size and offerings of a foreign language program may depend on many variables. Among them are the size of the school, the educational and cultural make-up of the community, teacher availability, and student interests. If possible, consideration should be given to including classical and modern foreign languages when it is feasible to offer two or more languages.

In the majority of the sequential programs through level III the content of instruction is closely related to material in the basal textbook series being used. Beyond level III, however, literature still tends to govern the teacher's thinking in many instances. Literature is only one manifestation of a culture; many other alternatives should be considered. The past or present seen through literature or any other material must be dealt with within the realm of experience of the contemporary foreign language student.

Frequently, as foreign language enrollments increase, the program expands. Adding a year to a sequence is usually best achieved by moving the sequence downward one level at a time.

In schools in which five-level programs exist it is not uncommon to split the level-one course to offer one-half during the seventh grade and the other in the eighth grade and to award a full credit at the end of the eighth grade. In such cases instructional time is usually 30 to 40 minutes per day. Several textbook publishers have developed materials to accommodate a split level-one course; however, such materials are not essential.

Where foreign language programs begin in the seventh or eighth grades, consideration should be given to establishing additional level-one courses in the upper grades, i.e., the ninth or tenth grade, to accommodate students who wish to begin study of a second language, who transfer from another school division, who were initially unsuccessful but wish to try again, or who did not decide until late to take a language.

SPECIALIZED PROGRAMS

Although the sequential program is the most widely used curricular approach in implementing and maintaining second-language programs in the public secondary schools, there are other options that foreign language teachers and local administrators may want to consider. In some instances the options will precede the regular sequential program, others will follow, and some may coexist with the program.

Unless the existing foreign language program is healthy and flourishing, the addition of new offerings does not automatically assure success. New courses should not be introduced solely to bolster lagging enrollments, but to provide flexibility for a healthy program. Any new offering must have the full support of the administrators and the members of the foreign language staff who will be working cooperatively in developing and conducting it. Teachers also must be prepared to spend much time in curriculum development. In most instances commercially prepared materials are coordinated only with sequential courses.

Exploratory Courses

Exploratory courses are designed to introduce students to foreign languages, interest them in these subjects, and, in some cases, to help them decide which language to study. The most popular version of the exploratory course includes general information about language and several weeks of instruction in two or more languages. Many of the courses, however, are less effective than they should be. If different teachers conduct instruction in different languages, student choices are likely to be based on the teacher's popularity. If one person is responsible for teaching several languages, it is difficult for that teacher to do equal justice to each one. Furthermore, when the students begin level-one instruction in the language they have chosen, it is often repetitious and boring for the first few weeks. This approach to the exploratory concept is superficial, and the time spent with the languages not pursued is unproductive. The need for good exploratory programs, however, appears to be increasing.

Several principles should be followed in planning exploratory programs. The primary purpose of the course should be that of examining the basic concept of language. What is language? Is it the same concept for a culture whose language has no written form as it is for one that does? How many languages are spoken in the world? How are languages similar and how are they different? It would seem wise not to attempt to develop one language to any significant extent in an exploratory program, but to try to expose the students to a number of languages, not exclusively those offered in the schools, to broaden their outlook and to avoid problems of repetition and boredom in subsequent courses. If, however, only those languages included as basic offerings in the curriculum are sampled in the exploratory program none should be omitted or

they will not all be treated equally.

The exploratory component of the foreign language curriculum has great potential when it is based on these principles. When languages are taught as abbreviated duplicates of regular, level-one offerings the value of the experience becomes questionable, and often as many problems are raised as are solved.

A course of study for a comprehensive exploratory course incorporating the foregoing principles is available from the Foreign Language Office of the Department of Education. Sample unit titles follow:

Communication: Man's Desire to Communicate
Language Families and Historical Development of Languages
Communication: Verbal and Non-verbal
Animal Communication
Language and Culture
Dialect—The Language of the Group
Sounds of Language
Signs, Symbols and Writing Systems
Words and Their Meanings
Learning Another Language

Isolated Skills Development Courses

The isolated skills development course is designed to accommodate students who desire proficiency only in certain foreign language skills—usually listening and speaking or reading and writing. Emphasis is placed solely on two skills. In most cases peripheral learning occurs in the other two skills.

The advantage of a course of this design is that it permits the acquisition of a greater degree of proficiency in the desired skills.

Independent Study Courses

The Standards for Accrediting Secondary Schools make it possible for students to enroll in independent study courses much more easily than in the past because greater flexibility is permitted teachers and students in achieving the course objectives.[2] Independent study can be of great advantage, for example, when advanced level courses are not available, when there are conflicts in scheduling, or when students transfer to a school in which the language they have been studying is not offered on a regular basis.

Teacher and student meet, when necessary, so the teacher can guide and evaluate the student's progress toward achieving the course objectives.

Care must be exercised to see that all of the course objectives are met. For example, it is easy to permit an independent study student to ignore the listening and speaking skills. For that reason, it is sometimes advisable to combine independent study students with other classes. In that way, they at least get some listening practice, and if the teacher gives them some supervised responsibility for assisting with instruction they also can get practice in speaking or applying any of the skills.

Combined-level Classes

Usually it is not desirable to combine students from more than one level of instruction in the same class period unless continuous progress instruction is practiced. Sometimes it must be done to assure students of the opportunity to take what they wish. Sometimes, in Latin for example, one year's curriculum can be taught one year and the other the next (e.g., alternation of Cicero and Vergil). On some occasions, higher level students can be used to assist with the instruction for the lower level students, to the advantage of everyone concerned.

Mini-courses

The mini-course is an offering, usually of a semester or less in duration, that deals with one topic or a series of related topics, i.e., French cuisine, Roman influence today, Spanish for secretaries, etc. Although the choice of topics is virtually limitless, student interests and teacher capabilities must be carefully considered in determining what they are to be.

In some cases, mini-courses are part of the regular content for a given level and students take them, without choice, as a part of the regular content. In others a number of courses are offered and students elect one or more of them.

Usually, mini-courses are provided for students who have completed at least two levels of instruction. The essential consideration is that the students should be sufficiently proficient in the use of the language to be able to do what the mini-course demands of them.

Some continuous progress programs incorporate the mini-course successfully below the third year of instruction.

For further information concerning the mini-course, refer to Publication 4 of this series.

Interdisciplinary Courses

> "The meaning of interdisciplinary in reference to foreign languages is obscured by the fact that a foreign language is an area of study comprising components from many disciplines."[3]

[2] *Ibid.*, p. 6.

[3] Helen P. Warriner, *The Effectiveness of the Use of Foreign Languages in Teaching Academic Subjects* (Richmond, Virginia: Virginia Department of Education, 1968), p. 34.

Traditionally, language programs in the secondary schools have been confined almost exclusively to cultural and literary topics. During the 1960's teachers began to reach out to other fields for material for their classrooms. Textbook authors reflected this trend by diversifying the content of their books.

One of the earliest efforts to broaden content choices was that of conducting a full-length course from another discipline in a foreign language. Biology in German and World History in French are examples of those pace-setting ventures. In those cases, the course objectives were essentially those of the other discipline and language was the medium of communication. Student language proficiency was thought to develop, however, equally as well as in a conventional course. There is evidence that this did occur in some cases, but the objective of broadening course content was not necessarily achieved. Furthermore, problems such as matching the interests of the students with the preparation and certification of the teachers and the availability of suitable teaching materials made the organization and management of such courses very cumbersome. They served a purpose, however, as the forerunners of the wave of interdisciplinary developments that was just beginning. There are few such full-length courses left except for specialized purposes (for example, Spanish for Medical Personnel) and they are usually found at the college level. There is, however, much more interdisciplinary work going on in foreign language classes than ever before. Day-to-day topics tend to be more diverse, textbook content is more varied, and mini-courses that are similar to the full-length interdisciplinary course already described are becoming more prevalent. These are welcome developments, for the plural interests of students and the increasing practical applications of the knowledge of languages require a variety of topics within the foreign language program. Further broadening is needed to make languages appeal to the great diversity of students who could benefit from foreign language study.

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Notes to the Administrator and Counselor

INTRODUCTION

This section is intended especially for administrators, guidance counselors, and others outside the foreign language profession who are concerned directly or indirectly with foreign language programs. It also is relevant to foreign language teachers.

SECONDARY SCHOOL ENROLLMENT TRENDS

The study of foreign languages, once reserved primarily for college-bound students, is attracting an increasing number of students who do not intend to go to college. Although many colleges do not require foreign languages for admission or for specific curricula, the great majority still do.

Shifts in the types of students studying foreign languages have had almost no effect on the total foreign language enrollment in the secondary schools of Virginia. The increased number of non-college bound students seems to have offset the reductions in the number of college-bound students. The percentage of students enrolled in foreign languages in the public secondary schools of Virginia has ranged during the last 10 years between 27 and 31 percent.

Changes can be observed if enrollments of specific languages are analyzed.

Fewer students have been studying French and Latin during the past several years and more have been enrolling in Spanish and German. Recent enrollment patterns in Latin suggest that the decline in that language may have ceased. The language, reinvigorated by improved teaching methods, is growing in many schools. Most of the loss of Latin students now seems due to the difficulty that certain school divisions have in replacing teachers who leave the system.

WHY STUDY FOREIGN LANGUAGES?

One studies any body of knowledge such as history, science, mathematics, or a language because it is a part of man's existence.

There are more specific reasons, however, for studying a foreign language. First, knowledge of a language has a liberalizing, humanizing, broadening effect on the student. Second, competence in a foreign language is a skill that is useful in many occupations and professions. There is a third practical reason for including foreign languages in the secondary school curriculum. Most American youngsters have little or no contact with second languages in their daily lives. Even if they do not pursue other elective subjects such as art or music, and that is highly unlikely in today's schools, they are constantly exposed to music and, to a lesser degree, art. The schools, therefore, have a responsibility to see that students are exposed to foreign languages.

FOREIGN LANGUAGE ENROLLMENT
IN VIRGINIA PUBLIC SECONDARY SCHOOLS, 1966-77
NUMBERS AND PERCENTAGES, GRADES 8-12

	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
French	45,691	47,954	49,611	47,445	44,411	43,911	40,140	38,261	36,247	36,220	36,341
Spanish	36,029	39,802	46,761	50,064	51,481	54,132	53,846	53,495	53,426	53,943	54,091
German	5,215	6,296	7,179	7,575	8,012	8,496	8,883	9,264	9,032	8,994	8,817
Latin	17,061	16,429	14,893	12,867	11,737	10,831	10,184	9,902	10,100	10,602	11,155
Russian	339	558	782	574	482	526	644	599	536	362	327
Hebrew	—	—	—	—	—	—	16	6	2	—	—
English as a Second Language ..	—	—	—	—	—	—	—	632	874	1,235	1,529
Introduction to Foreign Languages..	—	—	—	—	—	—	—	—	459	1,737	2,035
	104,333	111,039	119,226	118,525	116,123	117,896	113,713	112,159	110,676	113,083	114,295
	29%	30%	31%	30%	28%	30%	28%	28%	27%	27%	27%

In a sense, foreign languages offer an exploratory opportunity for most students. Changing life styles and international relationships make foreign languages more relevant than they ever have been. In light of that fact, all students need to be made aware of the advantages of studying languages. The opportunities to use language skills in careers are increasing constantly. The old cliché, "the world is getting smaller," has greater meaning as more Americans travel abroad and more people from other countries come to the United States. Increased tourism is not the only development that is bringing world cultures into closer contact with each other. For decades many of our large industries have had branches abroad. During the past several years foreign industries have established large plants in this country at a rapidly accelerated pace. Perhaps a salient reason why Americans have not had more interest in foreign languages is because the dollar has dominated world economics. As other countries strive to equal or exceed our economic achievements it is likely that we will have to use resources other than economic ones to maintain our position in the business and political areas of the world. In that event, the value of languages will become more apparent than it has been in the past.

Foreign language teachers used to advise students to pursue the study of a language for a minimum of at least three years. That is still good advice if a significant foundation in the skills is to be achieved. They have learned, however, that even one year of language study can serve as a humanistic experience and as an exploratory introduction to languages that might be pursued later.

ACCREDITATION AND FOREIGN LANGUAGES

Standards for Accrediting Secondary Schools in Virginia adopted by the Board of Education, effective July, 1976, require that schools with grades 9-12 include a minimum of three units of foreign language. The intent is that there be a three-year sequence in at least one language. The *Standards* further state, "Foreign language and social studies should be made available in grade eight to all students with special needs and interests in these subject areas."[1]

THE CHANGING COLLEGE SCENE

During the early 1970's colleges and universities throughout the country began to remove many of the curricular requirements that they previously had imposed on their students. Foreign languages, along with practically every other discipline, felt the effects of these changes.

Much misinformation is prevalent concerning changes in foreign language programs, even among foreign language teachers. It is important that changes or trends be understood so that decisions relating to foreign language programs be made wisely and that students be counseled accurately.

When changes in college foreign language requirements are considered, it is essential to realize that there are two different kinds of requirements. One type concerns the prerequisites that students must have to enter college. In the fall of 1974 approximately one-third of Virginia's colleges had a foreign language requirement for entering freshmen. Many colleges which do not have a foreign language entrance requirement urge that a language be studied in high school. The second type applies to students pursuing degree programs. This requirement has changed more significantly. Some schools used to require a certain number of units of a language to obtain a degree. Some of those have dropped that requirement and instead have left the decision concerning the foreign language requirements to individual departments or degree programs as was the case initially with many of the institutions of higher learning.

In a number of colleges and universities in which the degree language requirements were dropped or decreased, foreign language enrollments declined initially. In most cases, they began to rebuild after a few years of adjustment. College instructors report that the students who now take languages are more highly motivated than they previously were and enrollments are beginning to increase again at the beginning levels.[2]

GUIDELINES FOR FOREIGN LANGUAGE PROGRAMS

The following guidelines are offered to assist administrators and teachers in making decisions concerning foreign language offerings:

Elementary Schools

1. The program should be available to all children.
2. Special language activities should be provided within the classroom to meet differences among students.
3. The instructor should be a language specialist with native or near-native language ability and with professional training in elementary school teaching.
4. The language program should be part of the regular school program and should be cor-

[1] Commonwealth of Virginia, *Standards for Accrediting Secondary Schools in Virginia* (Richmond, Virginia: Department of Education, 1976), p. 6.

[2] Mimeographed summary of a statewide survey. The Foreign Language Service of the Department of Education, Richmond, Virginia, 1973.

related with other curricular areas.

5. The prime consideration in the choice of a language offering should be the availability of a competent teacher. Also, the language chosen should meet the needs of the community. For instance, if there are many native speakers of Spanish in the community Spanish should be considered for the language offering.
6. As a rule, foreign language instruction in the elementary school should begin in the third or fourth grade. By this time the child has a firm grasp of his own language, yet still possesses aptitude and motivation for language learning.
7. Where television instruction is available the services of a language specialist are needed. The classroom teacher also should have a supporting role in the program.
8. The program should be coordinated with those in the intermediate and secondary schools.
9. Continuity of instruction should be assured from grade to grade and from school to school. This guideline should apply to offerings, objectives, and methods.
10. Suitable and sufficient materials should be provided. In almost every elementary foreign language program some commercial materials are used and many locally prepared ones are necessary. It is rare that a commercial package can supply the basis for total instruction without adaptation and supplementing. Those concerned with a foreign language program in the elementary schools should be capable of assuming curriculum development responsibilities.

Secondary Schools, Including Junior High and Intermediate Schools

1. The program should be available to all students.
2. A three-year sequence in one foreign language should be a minimum offering within any curriculum leading to a high school diploma.
3. Once a three-year sequence in one language is established a fourth year should be the next goal, and a second language might be considered.
4. So far as college entrance and other factors are concerned it makes no difference which is the first language. The primary determinant should be the availability of a good teacher who can establish stability in the program.
5. If more than one language is offered and Latin is not the first language, it should be considered as the second language.
6. Latin should be considered equivalent to any of the modern languages and should receive equal consideration when decisions are made concerning curriculum.
7. Second, third, fourth, fifth, and even sixth languages might be added as four-year goals are met in existing programs. Caution should be observed, however, not to affect adversely languages already established.
8. In localities where a foreign language is taught in the elementary schools a second track in language must be provided at the high school level to meet the special needs of students.
9. Students should be encouraged to:
   a. Complete at least three years of one foreign language before beginning a second.
   b. Plan their program to terminate their high school foreign language study during their senior year if they are to continue it in college.
   c Avoid taking College Board Achievement Tests in foreign languages unless they have taken at least three years of a language.

CURRICULUM

The preceding guidelines include several statements dealing with foreign language offerings. The foreign language curriculum warrants more consideration.

Innovation and Experimentation

The foreign language program is no longer a routine level-one-through-four sequence of instruction that begins with the study of sounds, vocabulary, and structure and prepares students only for reading the literature of the language. In recent years teachers have sought, and sometimes found, ways to vary the content, objectives, and scheduling patterns for foreign language courses and programs. As a result, different student interests are frequently being served better by innovations such as improved exploratory offerings, conversation courses, interdisciplinary programs, and minicourses.

Interdisciplinary Developments

Any topic worthy of consideration by man is potential material for use in foreign language classes. Language permeates all elements of a culture, and it cannot be divorced from its environment. To be fully appreciated, language should be viewed in relation to other areas of the curriculum. At an age when young people are still exploring all aspects of their environment, there is more need for integration of subject matter than for specialization. They ". . . should be made to feel that learning a language is not something apart

from their program but an integral part of it."[3] The advantages of a program coordinated with other areas are reciprocal: "the study of foreign languages enriches the child's total program which is, in turn, enhanced by the contributions of the over-all curriculum."[4]

Employment of the interdisciplinary approach does not necessarily mean that there must be direct collaboration between two departments or teachers in the school. It may lead to cooperative endeavors but much can be done by teachers working alone. A foreign language course cannot be taught without having some interdisciplinary characteristics. Teaching the number system, for example, incorporates mathematics. Reading a play by Racine introduces drama into the foreign language classroom. Basic differences in current efforts to develop a more interdisciplinary approach to the teaching of foreign language lie in the fact that teachers are increasingly looking beyond the confines of the traditional body of material to identify topics to be considered, and they tend to utilize more instructional time for interdisciplinary activities.

In selecting the topics, the interests of the students first should be identified. Next, the teacher should examine those topics that appear to be of interest to the students to determine whether or not they are capable of working with them. The teacher is not expected to be an expert in every discipline that might be investigated; however, the teacher must respect the knowledge of other disciplines and not go beyond his or her competencies and resources.

Exploratory Courses

Many believe that the best exploratory experience is to study a language, beginning with level I of the regular foreign language sequence. That sequence begun in the junior high school, or even in the elementary school, is preferable to an exploratory course; but if that is not possible, an exploratory course should be offered to junior high school students as an introduction to foreign languages.

There are fallacies inherent in conventional exploratory programs—courses in which approximately six weeks of languages are taught—that have regained popularity during the last several years. Sometimes more languages are offered in the regular program than are included in the exploratory program. If that occurs, those which are not represented are placed at a disadvantage. Such a characteristic seems to contradict the exploratory nature of the course. Also, students who take a foreign language after having had six weeks of instruction in it have a headstart on those who have not had that experience and the diversity often leads to problems for both groups. A teacher who is responsible for an exploratory course in which several languages are included rarely is capable of working equally well with all of them. Students, therefore, often get a biased evaluation of a language in spite of the teacher's efforts to prevent it from occurring. If several teachers conduct the course, the students tend to make their choices based on teacher popularity.

The purpose in elaborating on the fallacies of conventional exploratory programs is to make those responsible for foreign language programs aware of the problems that they often entail. There is, however, a need for an exploratory foreign language course in junior high schools that do not offer a regular language program. The Foreign Language Service of the Department of Education and four Virginia school divisions have collaborated to develop an alternative program to achieve the same objectives as the conventional courses and at the same time avoid their pitfalls.

The course is designed to provide students with a better understanding of what language is, including the native language; to introduce them to many foreign languages, not necessarily just those offered in a school division's program; and to attempt to interest them in the study of other languages. It seeks to avoid many fallacies of the conventional exploratory course and to provide a valuable experience for students, even if they do not elect to pursue the study of a foreign language.

Units of instruction for the course are available from the Foreign Language Service of the Department of Education.

Foreign Languages in the Elementary Schools (FLES)

The earlier the study of a foreign language is begun the more successful most youngsters are in learning it. Young children have fewer inhibitions and more of the aptitude necessary for language learning than older students. For practical reasons, it seems that when languages are offered in the elementary schools the beginning level is most easily accommodated in the third or fourth grade.

There appears to be renewed interest in FLES programs in Virginia and throughout the nation. Although there are no formal, organized programs in Virginia public schools, a number of the elementary schools have initiated individual teacher or community-sponsored programs.

[3] Mary Finocchiaro, *Teaching Children Foreign Languages* (New York: McGraw-Hill Book Company, 1963), p. 132.

[4] *Loc. cit.*

English as a Second Language (ESL)

Natives of many other countries reside in certain areas of Virginia, especially Northern Virginia and Tidewater. Many of them have only a limited command of English. Several school divisions have developed programs in English as a Second Language (ESL) to accommodate the children of those families.

The purpose of ESL courses is to provide the students with adequate skills in English to permit them to function effectively in school and in society. The students may leave this specialized program as soon as they have achieved that objective and enroll exclusively in the regular courses of the curriculum.

If they are located in different schools they might be transported to a center for instruction. It is preferable that the students be kept within their own schools if there are enough of them to justify it. If there are not enough students within a school division to establish a formal ESL program every effort should be made to accelerate their ability to communicate in English by providing special English instruction for them on a tutorial or small-group basis.

Students who do not speak English well should not be placed in special education classes or in lower-ability groups for that reason alone. These classes are not usually directed to those students' needs and they can cause serious psychological and educational problems. Rarely should students who speak another language and have only a limited command of English be placed in such classes. Even if they possess characteristics indicating they need special education, the language handicap is a deterrant to successful progress in school.

ESL teachers should be selected carefully. They should have training or experience in working with non-native speakers of English and should know how to teach a foreign language. Recruits are most likely to be found among foreign language teachers or, preferably, among those who are prepared to teach English as a Second Language.

If the ESL program is not large enough to be a separate entity it should be placed and supervised in the foreign language department.

Bilingual-bicultural Education

Bilingual-bicultural programs differ from ESL programs in that they are designed for children who have a limited or no command of English, but who speak the same native language. Various approaches are used to provide instruction in both the native language and in English. Such an approach permits the students to be able to function in English and to develop simultaneously their native language skills. Other students in the school also should be involved in the bilingual program so they can acquire knowledge of and respect for another language and culture.

Enough speakers of other languages live in certain areas of the state to separate those who need bilingual instruction from those exclusively in the ESL program.

TWO QUESTIONS ABOUT CREDIT FOR FOREIGN LANGUAGE COURSES

Combined Levels

Because of small numbers of students or individual needs it is sometimes necessary to combine two or more levels within the same class. If the students want to continue in the sequence and the teacher is willing to provide instruction under this arrangement, the students of both levels (or the several) may receive a full unit of credit for successfully completing the work. Classes should be combined only where necessary or to meet special objectives.

Independent Study or Continuous Progress Instruction

The alternative method of granting credit described in the *Standards for Accrediting Secondary Schools in Virginia* permits credit to be given according to course performance objectives in lieu of the specified 150 hours of instruction.[5] The alternative is particularly applicable to those who are engaged in supervised independent study or to those in continuous progress programs who achieve the course objectives in less than or more than an academic term.

PERSONNEL FOR THE FOREIGN LANGUAGE PROGRAM

The Teacher

It is essential that the foreign language teacher be proficient and competent in the language, possess thorough knowledge of the sound system, the grammar, and the syntax of that language, and an understanding of how it is similar to and how it differs from the native language; be skilled in the techniques appropriate for teaching a foreign language, and possess the other personal and professional qualities needed by any other teacher. Fortunately for school administrators the supply of teachers today is such that those who are well qualified usually can be easily found. Selection, therefore, should be done carefully.

A foreign language supervisor or coordinator, if available, usually is used in screening applicants

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[5] *Standards for Accrediting Secondary Schools in Virginia*, op. cit., p. 8.

for foreign language teaching positions. Whether or not a supervisor is available, a good procedure in most cases is to use other members of the foreign language department to assist in interviewing and evaluating a candidate. This helps to establish a team spirit within the department and to enhance professional self-respect.

In placing teachers, the most highly skilled ones should be made responsible for the beginning levels of instruction. Unless teachers at those levels are able to attract and hold students there will be no advanced levels. Furthermore, students' habits are usually set in the early stages of language learning. If they acquire incorrect habits it is difficult, if not impossible, to overcome them later.

Teachers and especially the department chairperson should have a role in making decisions that affect their subject area. This is particularly true in the preparation of the school's budget. They should be given an opportunity annually to state and justify their needs for instructional materials and equipment.

If teachers are to grow professionally they must be encouraged and given assistance to do so. Most school divisions provide some type of inservice programs at the beginning of the academic session and sometimes during the year. At least a portion of that time should be devoted to work in the discipline(s) for which the teacher is responsible. The opportunity should be made available periodically, if not annually, to visit and observe other language teachers, preferably those in other school divisions. Administrators can encourage teachers to attend regional, state, and sometimes national foreign language conferences, workshops, and professional meetings. Financial support and released time for professional development make it much easier for teachers to take advantage of such opportunities. Conferences and meetings help to keep teachers informed about developments in their fields and provide contacts with colleagues in the profession. Membership in foreign language professional associations should be encouraged for all foreign language teachers. Participation in such organizations is indispensable for professional growth and helps the teacher keep abreast of the professional literature. Some school systems provide sabbatical programs for teachers. Such opportunities are particularly valuable to the foreign language teacher who occasionally needs time and financial assistance for study or travel. Whether or not a sabbatical program is available, language teachers should find ways of traveling abroad to establish or reestablish personal contact with the language or languages they teach.

The Foreign Language Supervisor

All foreign language teachers, regardless of the size of the school system, can benefit from the supervisory, consultative and administrative services of a supervisor who has taught a foreign language. Obviously, it is impractical to provide such assistance in the smaller school divisions. In Virginia most school systems with 25 or more foreign language teachers have a supervisor. The responsibilities of persons who hold the position are discussed in Volume 5 of this series. Guidance counselors, principals, and supervisors should work closely in making decisions affecting the foreign language program. The supervisor should be used in helping to select foreign language teachers because he or she can evaluate more effectively than generalists the candidate's linguistic proficiency and specialized aspects of professional preparation.

The General Supervisor

In school divisions that do not have a supervisor who is a specialist in teaching foreign languages the responsibilities for the maintenance and development of the program usually are assigned to a general supervisor, a secondary supervisor, or a director of instruction. Even though this is not the best kind of management it can work effectively under certain conditions. The supervisor should:

1. Know the foreign language teachers and the program in the school division and establish an open-door policy for two-way communications with them.
2. Become informed, through professional reading, attendance at foreign language conferences, and classroom observation of the essential elements of effective foreign language instruction and trends and developments in the discipline.
3. Request the occasional assistance of specialists in the field to help with program analysis and evaluation, inservice training, etc.
4. Utilize the expertise of foreign language teachers in evaluating candidates for vacancies within the program.

The Department Chairperson

In most schools it is helpful to have a member of the department designated as chairperson. The chairperson's duties vary, depending upon the size of the department and the structure of the faculty and staff. The potential scope of the person's duties is described in Volume 5 of this series.

Generally it is not advisable for the leadership of small foreign language departments to be assigned to a chairperson from another discipline. When that occurs, needs are usually not met because of the diverse responsibilities and specialized interests of the chairperson.

Student Teachers

Placement of student teachers should be done carefully to maintain the quality of the foreign language program and to provide the trainee with the experience needed to become professionally independent. The number of years of experience of the supervising teacher should be adequate to prove success in the classroom. The primary criterion is that the teacher be respected by students, colleagues, and supervisors for performance in the classroom. No teacher should be overburdened with too frequent assignment of student teachers.

THE USE OF COMMUNITY RESOURCES

Foreign language teachers can find a valuable source of help in the natives residing in the community who speak foreign languages taught in the schools. Almost every community includes a few such residents. They, as well as persons who have lived in other countries, should be used occasionally as speakers, presenters, or informants.

TRAVEL OR STUDY ABROAD

The last decade has witnessed a great increase in the number of students, including those in junior high schools, going abroad for first-hand contact with the people whose language they are studying. The development merits the careful attention of teachers and administrators.

The advantages of such experience need only a cursory review. Although a brief stay abroad will not significantly increase students' language proficiency, their cultural awareness is usually sharpened and their interest in language is intensified. On the other hand, there are potential liabilities. In any extended field trip, illness, injury, misconduct, or other problems are possible. When they occur abroad the consequences for the school become magnified. In reality, however, such problems rarely result in legal action against the school. If a trip is carefully planned as part of the instructional program the advantages for the students far outweigh possible liabilities. Foreign travel should be encouraged, but steps should be taken to provide worthwhile experiences for students, to ensure their safety, and to protect the school from liability.

The National Council of State Supervisors of Foreign Languages has prepared criteria to help administrators and teachers evaluate programs sponsored by commercial interests or institutions or to plan their own. These criteria follow:

This Council recognizes the very great value of foreign travel and study. The contact with a foreign culture, when properly prepared and guided, can be a personal experience of the greatest importance, broadening the individual's cultural horizon and leading to a better understanding of other peoples. Study abroad, when properly prepared and conducted, can be an enriching intellectual experience, advancing the person's knowledge of various subjects in ways not possible at home. The Council, therefore, encourages and supports the programs of high quality which make available to secondary school students these valuable experiences.

The Council has expressed alarm over the proliferation of so-called "study" programs offered by private, commercial or "non-profit" organizations that take advantage of the popularity of foreign travel. The chief objective of many of the programs seems to be to enroll the largest possible number of persons, without regard for quality, selectivity, preparation, or effective academic control. Such programs are widely advertised, create an attractive image of affiliation with the foreign academic community, and appeal to teachers as a way to get a free trip abroad.

Confronted by the deluge of publicity students, parents, teachers, and school administrators are seeking guidance. It has been suggested that some organization should be responsible for accrediting acceptable programs. For many reasons such action does not seem feasible at present.

It is necessary, however, that some method be devised to evaluate foreign study programs, their quality and suitability. A set of clear and simple criteria can serve to clarify the essentials of a high-quality program. High school teachers and administrators must become much more critical and discriminating before permitting teen-agers to risk becoming involved in an unfortunate experience while traveling abroad.

The National Council has suggested the following *Guidelines for the Evaluation of Foreign Study Programs for Secondary School Students:*

I. SPONSORSHIP

A. What kind of organization operates the program?

1. Academic: a degree-granting college or university, a public high school, a private secondary school? These are usually responsible to some accrediting agency, and try to maintain quality for the sake of their own students. They may accept outsiders.
2. Religious: church organizations, fellowships, orders, usually for some type of charitable service abroad rather than study. Admission is often restricted, selective, and the objectives are limited.
3. Private educational: includes everything from reputable agencies like The Experiment in International Liv-

ing, The Council on Student Travel, and The American Field Service, to agencies operating through a post office box number. The term "nonprofit" signifies little in this context. Many of these agencies call themselves "schools" or "institutes"; many have university people on their boards of directors; others have no boards of directors. The greatest problems lie in this category, because the private agencies are answerable only to themselves. Some are good; some are not.

4. Commercial: travel agencies, steamship, and air lines that are concerned chiefly with transportation and tours, leaving the study program to some agency abroad. Usually, little academic supervision is provided.

B. The reputation and responsibility of the sponsoring organization should be checked in the following ways:

1. Read carefully the advertising material, noting, length of experience amount of direct control abroad, quality of the academic board of advisors, methods of recruiting, vague statements or exaggerated claims.
2. Send inquiries to educators or advisors named in the advertising, especially if they are recognized. Beware of vague, generalized "recommendations" of the value of foreign travel.
3. Write to parents of students who have participated in such programs. Insist on getting a list of participants and their addresses.
4. Check with leaders or chaperones of former years, especially those in the vicinity, about their experiences.
5. Apply carefully these criteria for evaluating the program.

II. RECRUITMENT AND SELECTION OF STUDENTS

A. Does the program accept any student who applies and pays the fees? This is the clearest danger signal of a low-quality program. Not every secondary school student is ready for a summer abroad, in a group, away from parents, and only partially supervised. An approval program must show selectivity on the basis of:

1. Character, maturity, dependability, self-control, adaptability.
2. A good school record, good citizenship, above-average grades.
3. Some knowledge of the foreign country, its language, and culture.
4. Absence of physical or psychological disabilities or handicaps.

B. Homogeneous grouping. Are students of all ages and levels of social maturity placed in the same group? If so, problems are inevitable.

III. SELECTION OF THE GROUP LEADER (Director-Chaperone)

A. Does any person who recruits a certain number of students become the chaperone of the group? This is another common danger signal. The signal becomes clearer when the person receives a free trip for recruiting and a bonus for each additional recruit. It may be claimed that the chaperone can better handle a group that he or she knows personally; nevertheless, not every person is suited to be the leader-chaperone of a study group abroad.

B. The selection of the leader should be entirely separate from financial considerations and should be based upon the following qualifications:

1. A mature adult who is old enough to command respect, skilled in handling teen-agers, wise, understanding, resourceful. That person replaces the parent.
2. Some familiarity with the foreign country and its culture and mores.
3. Fluency in the foreign language.
4. Willingness to devote almost all of his or her time to the group. The leader should not expect to pursue personal studies or research.

IV. STUDY—A definition of the objective of the program is of major importance. Travel tours of foreign countries, if wisely conducted, can be very educational. Home stays, i.e. living with selected families, can be an enriching personal experience.

Neither of these constitutes study. Confusion of travel and cultural contact with study is the cause of many problems. Study, especially if it is to be counted for academic credit by the home school, must be an intellectual effort involving a specific body of knowledge with reading, exercises, and discussion, and controlled and validated by tests and reports equivalent to those given at home. The following questions arise:

A. Where will the student study? Many programs speak deceptively of study in a foreign university under university professors. Foreign universities are

closed in summer and do not accept secondary school students. The truth is that students may be enrolled in special courses for foreigners or be taught by specially hired assistants in the otherwise empty classrooms.

B. What will the student study? Good courses in the foreign language, literature, and civilization should be available for students at the intermediate level in the language. They should not go abroad to *begin* the foreign language. If courses such as history, fine arts, and social studies, are promised, they will probably be taught in English.

C. Will the classes be homogeneous? Are proficiency tests given in the foreign language, or will students at all levels of preparation, in language and subject matter, be taught together? This is a common fault of small groups. One result is that students speak English to each other all the time.

D. What academic control will there be? Foreign universities have no attendance rules. The American student quickly learns to "cut" classes, thus disrupting the instruction schedule. Attendance, written exercises, final examinations, equivalences of American grades and "credits"—all depend on the effective supervision of the American program director. Who is this person? What experience does he or she have? Is the director in continuous charge of the group?

E. If travel is mixed with study, when is it done—before or after classes or on weekends? What is the proportion of each? Which gets the most attention? Does travel serve to illustrate the study, or is it a separate feature? Do the teachers accompany the group?

V. LIVING ABROAD

A. Housing. Will the students live and take their meals in an empty university or secondary school dormitory? That is usually what is meant by "on the university campus." Will the chaperones live in the dormitory with them, or what supervision will the students get? Under these arrangements, the students speak English much of the time, and have little or no contact with the foreign culture. Or will the students live with families? How are families selected? Families willing to take student boarders in the summer are scarce and only the best programs provide a list of reliable families (not merely boarding houses). Such an arrangement is more successful in the provinces and small towns.

B. Social life and unsupervised time. How much "freedom" can be given an American teen-ager abroad for the first time? The different customs and mores, including boy-girl relationships, the culture shock, even homesickness, greatly increase the need for the presence of a wise and understanding counselor, not merely a chaperone. A clear danger-signal in any program for secondary school students is the statement that the participants will have large amounts of free time for use on their own.

VI. FINANCIAL

A. Enrollment. Is an application fee, non-refundable or only partially refundable, required with the application? If so, it is evidence that there is no selectivity.

B. Travel. Do the basic fees cover *all* transportation expenses, or only the plane fare from New York to Paris and not the expense of getting to the location of the program plus costs such as taxis, buses, meals, and tips?

C. Travel Tours. Are tours included in the study program? If so, how many and of what duration? Are the costs of tours included in the basic fee or are they extras? Read the fine print. The extras may make a very expensive total. Are the tours properly chaperoned and expertly conducted? Free time on a tour often means unguided, inefficient use of time, especially for a teen-ager abroad for the first time.

D. Insurance. Is medical, accident, and baggage insurance included in the plan? Just what does it cover, in what amounts, and what does it cost? It is folly to go without it.

VII. CONCLUSION. *Caveat Emptor*

Any reputable organization offering a program of study abroad has a reputation to maintain. It cannot refuse to answer legitimate questions. Sound advice is to be on guard, to ask questions, and to refrain from enrolling or paying any money until satisfied. And after returning from abroad tell others of the experience and evaluate it honestly.[6]

[6] Adapted from "Criteria for Evaluating Foreign Study Programs for High School Students," *Foreign Language Annals*, I (May, 1968), pp. 288-290.

Each school division should have a policy, approved by the school board, governing travel or study-abroad programs. The preceding criteria can assist in developing the policy, but other factors also should be considered, including leave and financial policies for teachers who serve as leaders and credit for students who participate in the program.

Questions are raised from time to time concerning the awarding of credit. Unless basic instruction is offered it is not usually granted. Occasionally, students skip a level of a language because of foreign study experience. Current *Standards for the Accreditation of Secondary Schools* permit greater flexibility in determining the conditions for granting credit and the popularity of the mini-course makes the awarding of credit more feasible.[7]

The school administration would be well advised to assume the following responsibilities for programs for study and travel abroad:

- Use the preceding criteria as the basis for formulating a policy to be submitted to the school board for approval;
- Provide a statement of policy to each teacher or counselor in the school system who has any responsibilities for study-abroad programs;
- Make sure principals are thoroughly familiar with the policy the school system adopts and that they have a supply of copies of the statement with which to fill requests from parents or students seeking such information;
- Help individuals obtain the data necessary for sound decisions, but refrain from endorsing any commercial program;
- Require all organizations soliciting in or through the schools to register with the superintendent's office. They should be asked to submit copies of all their promotional materials and to provide evidence of adequate bonding, including an explanation of the terms of the bond.

PROGRAM EVALUATION

To assure quality and progress the foreign language program should be subjected to on-going evaluation. Administrators are responsible for seeing that this is done and they can assist with some aspects of it. Guidance counselors, too, often possess data that are valuable to evaluation. Numerous processes and techniques can be used to analyze the success of the program. A description of some of them follows.

[7] Commonwealth of Virginia, *Standards for Accrediting Secondary Schools in Virginia* (Richmond, Virginia: Department of Education, 1976), p. 6.

Student Grades

The need to determine what percentage of the students are failing at various levels of the foreign language program is of major importance. A high failure rate, especially in levels one and two, is indicative of many problems. For example, instruction may be too difficult for the students, or they may find that the program does not inspire them.

Program Dropouts

Equally as revealing is a record of the loss of students from one level to another. The program dropout is defined as anyone who does not continue to the next level of instruction because of failure or other reasons. A record should be kept from year to year to determine the percentage of students who continue from the beginning level to the terminal year in the program.

An example follows:

FRENCH			
1972-73	**1973-74**	**1974-75**	**1975-76**
Level I 342	Level I 397	Level I 383	Level I 419
	Level II 309	Level II 282	Level II 347
		Level III 51	Level III 121
			Level IV 10

Questionnaires

Sample questionnaire material is provided in Publication 3 of this series which might be used to secure student opinion of the foreign language program. In most instances questionnaires should be designed locally to fit the particular objectives of the study.

Questionnaires also are sent occasionally to students who were enrolled in foreign language programs before graduation. If this is done, the survey should not be limited to those who went to college.

To assure objectivity in the responses, it is necessary to guarantee the anonymity of those who reply. Short-answer responses that can be checked off are appropriate. Short answers also are easy to review and encourage more cooperation on the part of people interviewed.

Occasionally, a questionnaire might be addressed to patrons or community residents to determine what they desire of a foreign language program. Such information can be very valuable in determining course offerings.

Standardized Tests

Two standardized tests are available for use in evaluating foreign language programs: The MLA Cooperative Foreign Language Tests (Educational Testing Service) and the Pimsleur Proficiency Tests

(Harcourt Brace and World, Inc.). They are described in Publication 3 of this series. These tests are widely-used measurement instruments and have been normed on the basis of many students of diverse backgrounds. Their periodic use is desirable, but unfortunately they are expensive and difficult to administer because of the need to record student voices and to secure professional assistance in scoring the speaking section. If they can not be administered to all students an alternative is to test a randomly selected sample of students. This kind of testing, however, is of little value unless it is done periodically to study the progress of the program.

Staff Review

Teachers, administrators, and guidance counselors should review annually the strengths and weaknesses of the foreign language program, much as they would in preparing for the evaluation of a school. If a foreign language supervisor is available locally, that individual should be involved; often it is desirable to seek the help of an outside observer such as a state foreign language supervisor who might be more objective about the evaluation than are those who are closely associated with the program.

Contests and Tournaments

Various foreign language professional associations sponsor tournaments for students. They are a form of competition for the better students and they should not be used as evaluative instruments.

MATERIALS AND EQUIPMENT ESSENTIAL TO A GOOD PROGRAM

To suggest that foreign language teachers be provided with the equipment and materials necessary for instruction might seem unnecessary, but the changes that have occurred in foreign language programs during the past several years make that advice pertinent and timely. In the past most foreign language programs were based almost entirely on the textbook. When the listening and speaking skills became primary objectives of instruction along with the reading and writing skills such bare essentials were no longer adequate. Tape recorders and tapes correlated with the text are indispensable. Cassette recorders, which are growing in popularity, lend flexibility to classroom techniques and make individualization easier. Many different kinds of materials—tapes, books, filmstrips, magazines and games—are necessary for effective foreign language instruction. Also essential is the equipment with which to use those materials.

The foreign language laboratory deserves special comment. Some people are of the impression that it has become obsolete. Such is not the case. It is true that the laboratory as a room apart from the other classrooms and furnished with 30 booths is rarely installed today, and rightly so. The profession has departed from the concept of the old booth-type laboratory to develop a far more efficient, more feasible, and often less-expensive system that accomplishes the same thing. Conceptually, classroom and laboratory experiences have moved closer together; today the classroom is essentially the laboratory. The laboratory now consists of numerous pieces of equipment and many diverse teaching materials. While the cassette recorder might be called the heart of today's laboratory, it is by no means sufficient within itself. Anything else helpful to language teaching, from Centigrade temperature gauges to the videotape recorder, is a potential part of the language laboratory.

Today much more emphasis is placed on the instructional program and materials than on hardware. Equipment is given its proper role—that of assisting in getting the job done rather than serving as an end within itself.

The most necessary instructional items are usually those materials that accompany the basal text series. Many texts cannot be managed effectively without such aids. In some texts the initial presentation of the material is done via filmstrips or films which cannot be considered basic but must be viewed as essential.

BUDGET PREPARATION

Foreign language teachers should be expected to prepare an annual budget in which they request and justify the items they wish to acquire. Such items should be listed according to priority in the event that financial limitations delay the acquisition of some of them.

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